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ABSTRACT

This study compared the matriculation status of distance education students and their campus-based counterparts (total N=10,187) 5 years after original enrollment in Nova Southeastern University academic centers in Fall 1993. Successful matriculation was defined as either graduation and/or continued enrollment in Fall 1998. The study found that the 1993 students enrolled in courses offered through the use of distance education had a significantly greater frequency of successful matriculation than their campus-based counterparts. Although distance education students had a greater frequency of successful matriculation than their campus-based peers overall, distance education doctoral students in the Graduate School of Education and Human Services and the School of Business and Entrepreneurship matriculated at a lower rate than did campus-based doctoral students. Tables detailing the study's findings are appended. (DB)

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MATRICULATION STATUS OF NOVA SOUTHEASTERN UNIVERSITY'S FALL TERM 1993 COHORT AT THE BEGINNING OF FALL TERM 1998: BREAKOUT ANALYSES FOR CAMPUS-BASED STUDENTS AND DISTANCE EDUCATION STUDENTS

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Report 99-03

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EXECUTIVE SUMMARY

Nova Southeastern University was an early innovator in the use of distance education in higher education, first using this teaching modality in 1972. Currently, nearly 55 percent of all students at the University attend class through the use of some form of distance education modality.

The University is compelled by the Southern Association of Colleges and Schools to verify that distance education is an effective teaching modality. To meet this mandate, the University has recently initiated a series of research activities on course grades of distance education students and campus-based students. These prior studies provided evidence that distance education students were in parity with campus-based students in terms of the relative frequency of successful grades awarded. In many cases, distance education students exceeded campus-based students in terms of the relative frequency of successful grades awarded.

This current study provides another measure of comparability between campus-based students and distance education students. The population consisted of 10,187 Fall Term 1993 Cohort students enrolled in academic centers that offered programs to both campus-based students as well as distance education students. In contrast to Research and Planning's prior analysis of grades for one specific academic term, this study was instead structured to follow the matriculation status of distance education students and their campus-based counterparts over a five-year period (Fall Term 1993 to the beginning of Fall Term 1998):

- *Successful Matriculation* refers to Fall Term 1993 Cohort students who were either Graduated, Still Enrolled, or Graduated and Still Enrolled by the beginning of Fall Term 1998.

- The term *Other* is used to reflect students who left the University before graduating.

This study provided compelling evidence that Fall Term 1993 students enrolled in courses offered through the use of distance education had a statistically significantly greater frequency of successful matriculation than their campus-based counterparts by the beginning of Fall Term 1998 ($p \leq .05$). Although the overall finding is that distance education students had a greater frequency of successful matriculation than their campus-based counterparts, this finding was not maintained for all breakout analyses.

It is clear that in both the Fischler Graduate School of Education and Human Services as well as the School of Business and Entrepreneurship, distance education doctoral students are definitely at a disadvantage when compared to campus-based doctoral students in terms of successful matriculation. Included in this report was the recommendation that some type of detailed followup would be helpful, to learn if reasons for this disparity in successful

matriculation between distance education students and campus-based students can be determined. A follow-up study from this office will be instituted in August 1999, using both a 1995 and 1996 cohort from these two centers to examine the question of whether the 1993 cohort may be an anomalous event.

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BACKGROUND

Distance Education at Nova Southeastern University

Nova Southeastern University was an early innovator in the use of distance education in higher education. In 1972, largely in an effort to increase outreach to specific markets and to also enhance fiscal stability, the University offered external degree programs at the doctoral level (*Nova Southeastern University Fact Book*; 1998, p. 12). The first external degree program offered by the University was the Ed.D. Program in Educational Leadership. The Ed.D. Program for Community College Faculty and Administrators (the precursor to the University's current Programs for Higher Education) was offered soon after. These early distance education programs were quite successful and today, approximately 55 percent of all students at the University attend class through the use of some form of distance education modality (memorandum from Tom MacFarland to John Losak; October 22, 1998).

Purpose of This Study

As a means of determining the efficacy of distance education programs in the 11 states affiliated with The Southern Association of Colleges and Schools, the University must:

> involve the same systematic analysis of the effectiveness of distance learning programs in carrying out the purpose of the institution and in complying with the *Criteria for Accreditation* as it does with other aspects of the institution's efforts (*Guidelines for Planning Distance Learning Activities*; 1992, p. 4).

The University is further compelled by the Southern Association of Colleges and Schools to demonstrate that "[ ] its distance learning programs are effective and comply with all applicable *Criteria*" (*Criteria for Accreditation*; 1998, p. 40). The Southern Association of Colleges and Schools has additionally charged the University to "Provide documentation that all distance learning courses are comparable to the on-campus courses and that the goals for each off-campus site are clear and explicit and are assessed regularly" (personal communication from J. T. Rogers; July 2, 1998).

With an emphasis on the measurement of learning outcomes of distance education participants, the University has recently initiated a series of research activities related to comparisons between distance education students and campus-based students. As summarized in *A Comparison of Final Grades in Courses When Faculty Concurrently Taught the Same Course to Campus-Based Students and Distance Education Students: Winter Term 1997* (1998, p. 4), the University has demonstrated that "[ ] distance education students have

consistently been in parity with campus-based students in terms of the relative frequency of successful grades awarded."

This current study provides another measure of comparability between campus-based students and distance education students. In contrast to Research and Planning's prior analysis of grades for one specific academic term, this study has instead been structured to follow the matriculation status of more than 10,000 distance education students and their campus-based counterparts over a five-year period (Fall Term 1993 to the beginning of Fall Term 1998).

METHODOLOGY

Definition of the Population

This study addressed the matriculation status of the Fall Term 1993 Cohort at the beginning of Fall Term 1998, differentiating between campus-based students and distance education students enrolled in programs that were offered to both groups of students. Based on Fall Term 1993 enrollment statistics, this cohort included:

▪ All Fall Term 1993 students in the Fischler Graduate School of Education and Human Services	4,186
▪ All Fall Term 1993 students in the Farquhar Center for Undergraduate Studies	3,300
▪ All Fall Term 1993 students in the School of Business and Entrepreneurship	2,001
▪ Master's-level Fall Term 1993 students in the Center for Psychological Studies	700
TOTAL	10,187

The University had an enrollment of 12,260 students by the end of Fall Term 1993 (*Research and Planning Weekly Enrollment Report*; January 3, 1994). (Nova University did not merge with Southeastern University of the Health Sciences until January 1994). Accordingly, this cohort originally represented 83 percent of all Fall Term 1993 enrollment at the University.

Preparation of Extract Files

The University's Computing Center was asked to prepare for this study during Summer 1998 (memorandum from Tom MacFarland to Mary Harward; July 20, 1998). The final extract files were prepared by January 28, 1999, with the matriculation status of the population segmented into *Successful Matriculation* and *Other*:

- *Successful Matriculation* refers to Fall Term 1993 Cohort students who were either Graduated, Still Enrolled, or Graduated and Still Enrolled by the beginning of Fall Term 1998.

- The term *Other* is used to reflect students who left the University before graduating.

Data were coded by Academic Center, Degree Level, and Cluster Code. Using these three codes for selection and organization purposes, SPSS-X™ was used to conduct the many separate breakout analyses associated with this study.

RESULTS

Based on an analysis of 10,187 Fall Term 1993 Cohort students enrolled in academic centers that offered programs to both campus-based students as well as distance education students, it was determined that:

> Fall Term 1993 students enrolled in courses offered through the use of distance education had a statistically significantly greater frequency of successful matriculation than their campus-based counterparts by the beginning of Fall Term 1998 ($p \leq .05$).

This overall finding and subsequent breakout findings are summarized in Figure 1. Going beyond this broad summary, Table 1 to Table 5.B-2 provide breakout analyses by academic center, by degree level, and by degree levels within academic centers.

Although the overall finding is that distance education students had a greater frequency of successful matriculation than their campus-based counterparts, this finding is not maintained for all breakout analyses:

- There was a degree of inconsistency regarding the frequency of successful matriculation of distance education students and campus-based students by academic center:

Figure 1

Successful Matriculation of the Fall Term 1993 Cohort by the Beginning of Fall Term 1998

Breakout Group		N	Finding on Successful Matriculation ($p \leq .05$)	
Education	All Students			
Farquhar Center	All Students			
SBE	All Students			
Psychology	M.S.	10,187	Distance Education	> Campus-Based
Education	All Students	4,186	Distance Education	= Campus-Based
Farquhar Center	All Students	3,300	Distance Education	> Campus-Based
SBE	All Students	2,001	Distance Education	< Campus-Based
Psychology	M.S.	700	Distance Education	> Campus-Based
Undergraduate	Farquhar Center	3,300	Distance Education	> Campus-Based
Master's/EdS	Edu/SBE/Psych	4,692	Distance Education	> Campus-Based
Doctoral	Education/SBE	2,195	Distance Education	< Campus-Based
Education	MS/EdS	2,419	Distance Education	= Campus-Based
Education	Doctoral	1,767	Distance Education	< Campus-Based
SBE	Master's	1,573	Distance Education	> Campus-Based
SBE	Doctoral	428	Distance Education	< Campus-Based

- Distance education students had a greater frequency of successful matriculation than their campus-based peers in the Farquhar Center for Undergraduate Studies and the Center for Psychological Studies.

- Regarding the frequency of successful matriculation, distance education students were in parity with of their campus-based peers in the Fischler Graduate School of Education and Human Services.

- In the School of Business and Entrepreneurship, distance education students had a lower frequency of successful matriculation than their campus-based peers.

- There was also a degree of inconsistency regarding the frequency of successful matriculation of distance education students and campus-based students by degree level:

  - Distance education students had a greater frequency of successful matriculation than their campus-based peers at the undergraduate level and also at the master's/specialist-level.

  - However, at the doctoral-level, distance education students had a lower frequency of successful matriculation than their campus-based peers.

SUMMARY

This study provides the University with another set of evidence that distance education students are not at a disadvantage when compared to their campus-based counterparts. Quite the contrary, this broad analysis of over 10,000 students in four academic centers over a five-year period provided convincing evidence that distance education students exceeded their campus-based counterparts in terms of successful matriculation. This study amply supports observations about the effectiveness of distance education (World Bank Global Distance EducatioNET, 1999).

Although the overall summary of this report supports positive learning outcomes of distance education students, it may be useful for the appropriate University administrators to address the matriculation status of distance education doctoral students. It is clearly evident that in both the Fischler Graduate School of Education and Human Services as well as the School of Business and Entrepreneurship, distance education doctoral students are definitely at a disadvantage when compared to campus-based doctoral students in terms of successful matriculation. Some type of detailed followup would be helpful, to learn if reasons for this disparity in successful matriculation between distance education students and campus-based students can be determined. A follow-up study from this office will be instituted in August 1999, using both a 1995 and 1996 cohort from these two centers to examine the question of whether the 1993 cohort may be an anomalous event.

REFERENCES

A Comparison of Final Grades in Courses When Faculty Concurrently Taught the Same Course to Campus-Based Students and Distance Education Students: Winter Term 1997. (1998). Fort Lauderdale, Florida: Nova Southeastern University. Research and Planning Report 98-15.

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APPENDIX

Tables 1 to 5.B-2

Table 1

Campus-Based Students and Distance Education Students from the Fall Term 1993[1] Cohort at the Beginning of Fall Term 1998: Summary of Successful Matriculation (Graduated, Still Enrolled, Graduated and Still Enrolled) and Other Matriculation Status by Breakout Group

Breakout Group		Successful Matriculation[2]		Other		p	Results of Chi-Square Analysis
		Campus	Distance	Campus	Distance		
Education	All Students						Fall Term 1993 students enrolled in courses offered through the use of distance education had a statistically significantly greater frequency of successful matriculation than their campus-based counterparts by the beginning of Fall Term 1998 ($p \leq .05$).
Farquhar Center	All Students						
SBE	All Students						
Psychology	M.S.	3,822	3,481	1,593	1,291	.008	
Education	All Students	1,071	1,794	513	808	.368	There is no statistically significant difference between Fall Term 1993 campus-based students and Fall Term 1993 distance education students regarding their frequency of successful matriculation by the beginning of Fall Term 1998 ($p \leq .05$).

[1] The Fall Term 1993 Cohort population consists of all students from the Fischler Graduate School of Education and Human Services (Education), all students from the Farquhar Center for Undergraduate Studies (Farquhar Center), all students from the School of Business and Entrepreneurship (SBE), and Master's-level students from the Center for Psychological Studies (Psychology).

[2] Graduated, Still Enrolled, Graduated and Still Enrolled

Farquhar Ctr. . .	All Students	1,573	670	837	220	.001	Fall Term 1993 students enrolled in courses offered through the use of distance education had a statistically significantly greater frequency of successful matriculation than their campus-based counterparts by the beginning of Fall Term 1998 ($p \leq .05$).
SBE	All Students	857	733	182	229	.001	Fall Term 1993 students enrolled in campus-based courses had a statistically significantly greater frequency of successful matriculation than their distance education counterparts by the beginning of Fall Term 1998 ($p \leq .05$).
Psychology	M.S.	321	284	61	34	.042	Fall Term 1993 students enrolled in courses offered through the use of distance education had a statistically significantly greater frequency of successful matriculation than their campus-based counterparts by the beginning of Fall Term 1998 ($p \leq .05$).
Undergraduate .	Farquhar Ctr.	1,573	670	837	220	.001	Fall Term 1993 students enrolled in courses offered through the use of distance education had a statistically significantly greater frequency of successful matriculation than their campus-based counterparts by the beginning of Fall Term 1998 ($p \leq .05$).

MS/EdS . . . Edu/SBE/Psych	1,973	1,614	658	447	.007	Fall Term 1993 students enrolled in courses offered through the use of distance education had a statistically significantly greater frequency of successful matriculation than their campus-based counterparts by the beginning of Fall Term 1998 ($p \leq .05$).
Doctoral . . . Education/SBE	276	1,197	98	624	.003	Fall Term 1993 students enrolled in campus-based courses had a statistically significantly greater frequency of successful matriculation than their distance education counterparts by the beginning of Fall Term 1998 ($p \leq .05$).
Education . . . . . MS/EdS	877	734	466	342	.131	There is no statistically significant difference between Fall Term 1993 campus-based students and Fall Term 1993 distance education students regarding their frequency of successful matriculation by the beginning of Fall Term 1998 ($p \leq .05$).
Education . . . . . Doctoral	194	1,060	47	466	.001	Fall Term 1993 students enrolled in campus-based courses had a statistically significantly greater frequency of successful matriculation than their distance education counterparts by the beginning of Fall Term 1998 ($p \leq .05$).

SBE	Master's	775	596	131	71	.025	Fall Term 1993 students enrolled in courses offered through the use of distance education had a statistically significantly greater frequency of successful matriculation than their campus-based counterparts by the beginning of Fall Term 1998 ($p \leq .05$).
SBE	Doctoral	82	137	51	158	.003	Fall Term 1993 students enrolled in campus-based courses had a statistically significantly greater frequency of successful matriculation than their distance education counterparts by the beginning of Fall Term 1998 ($p \leq .05$).

Table 2

Campus-Based Students and Distance Education Students from the Fall Term 1993 Cohort and Their Status at the Beginning of Fall Term 1998: All Students Enrolled in Programs That are Offered to Both Campus-Based Students and Distance Education Students

	Successful Matriculation										
	Graduated		Still Enrolled		Graduated and Still Enrolled		Subtotal		Other		
Course Location	N	%	N	%	N	%	N	%	N	%	Total
Campus-Based	3,741	69	46	<1	35	<1	3,822	71	1,593	29	5,415
Distance Education .	3,458	72	21	<1	2	<1	3,481	73	1,291	27	4,772
Total	7,199	71	67	<1	37	<1	7,303	72	2,884	28	10,187

Null Hypothesis: There is no statistically significant difference between Fall Term 1993 campus-based students and Fall Term 1993 distance education students regarding their frequency of successful matriculation (Graduated, Still Enrolled, Graduated and Still Enrolled) by the beginning of Fall Term 1998 ($p \leq .05$).

Finding: Chi-square = 6.99 and the Null Hypothesis is rejected ($p = .008$). Fall Term 1993 students enrolled in courses offered through the use of distance education had a statistically significantly greater frequency of successful matriculation than their campus-based counterparts by the beginning of Fall Term 1998.

Table 3.A

Campus-Based Students and Distance Education Students from the Fall Term 1993 Cohort and Their Status at the Beginning of Fall Term 1998: All Students in the Fischler Graduate School of Education and Human Services

	Successful Matriculation										
	Graduated		Still Enrolled		Graduated and Still Enrolled		Subtotal		Other		
Course Location	N	%	N	%	N	%	N	%	N	%	Total
Campus-Based . . .	1,070	68	0	0	1	<1	1,071	68	513	32	1,584
Distance Education .	1,793	69	1	<1	0	0	1,794	69	808	31	2,602
Total	2,863	68	1	<1	1	<1	2,865	68	1,321	32	4,186

Null Hypothesis: There is no statistically significant difference between Fall Term 1993 campus-based students and Fall Term 1993 distance education students regarding their frequency of successful matriculation (Graduated, Still Enrolled, Graduated and Still Enrolled) by the beginning of Fall Term 1998 ($p \leq .05$).

Finding: Chi-square = 0.81 and the Null Hypothesis is accepted ($p = .368$).

Table 3.B

Campus-Based Students and Distance Education Students from the Fall Term 1993 Cohort and Their Status at the Beginning of Fall Term 1998: All Students in the Farquhar Center for Undergraduate Studies

	Successful Matriculation										
	Graduated		Still Enrolled		Graduated and Still Enrolled		Subtotal		Other		
Course Location	N	%	N	%	N	%	N	%	N	%	Total
Campus-Based . . .	1,514	63	37	2	22	<1	1,573	65	837	35	2,410
Distance Education .	667	75	3	<1	0	0	670	75	220	25	890
Total	2,181	66	40	1	22	<1	2,243	68	1,057	32	3,300

Null Hypothesis: There is no statistically significant difference between Fall Term 1993 campus-based students and Fall Term 1993 distance education students regarding their frequency of successful matriculation (Graduated, Still Enrolled, Graduated and Still Enrolled) by the beginning of Fall Term 1998 ($p \leq .05$).

Finding: Chi-square = 29.92 and the Null Hypothesis is rejected ($p = .001$). Fall Term 1993 students enrolled in courses offered through the use of distance education had a statistically significantly greater frequency of successful matriculation than their campus-based counterparts by the beginning of Fall Term 1998.

Table 3.C

Campus-Based Students and Distance Education Students from the Fall Term 1993 Cohort and Their Status at the Beginning of Fall Term 1998: All Students in the School of Business and Entrepreneurship

	Successful Matriculation										
	Graduated		Still Enrolled		Graduated and Still Enrolled		Subtotal		Other		
Course Location	N	%	N	%	N	%	N	%	N	%	Total
Campus-Based . . .	847	82	6	<1	4	<1	857	82	182	18	1,039
Distance Education .	715	74	17	2	1	<1	733	76	229	24	962
Total	1,562	78	23	1	5	<1	1,590	79	411	21	2,001

Null Hypothesis: There is no statistically significant difference between Fall Term 1993 campus-based students and Fall Term 1993 distance education students regarding their frequency of successful matriculation (Graduated, Still Enrolled, Graduated and Still Enrolled) by the beginning of Fall Term 1998 ($p \leq .05$).

Finding: Chi-square = 12.10 and the Null Hypothesis is rejected ($p = .001$). Fall Term 1993 students enrolled in campus-based courses had a statistically significantly greater frequency of successful matriculation than their distance education counterparts by the beginning of Fall Term 1998.

Table 3.D

Campus-Based Students and Distance Education Students from the Fall Term 1993 Cohort and Their Status at the Beginning of Fall Term 1998: Master's-Level Students in the Center for Psychological Studies[3]

	Successful Matriculation										
	Graduated		Still Enrolled		Graduated and Still Enrolled		Subtotal		Other		
Course Location	N	%	N	%	N	%	N	%	N	%	Total
Campus-Based . . .	310	81	3	<1	8	2	321	84	61	16	382
Distance Education .	283	89	0	0	1	<1	284	89	34	11	318
Total	593	85	3	<1	9	1	605	86	95	14	700

Null Hypothesis: There is no statistically significant difference between Fall Term 1993 campus-based students and Fall Term 1993 distance education students regarding their frequency of successful matriculation (Graduated, Still Enrolled, Graduated and Still Enrolled) by the beginning of Fall Term 1998 ($p \leq .05$).

Finding: Chi-square = 4.12 and the Null Hypothesis is rejected ($p = .042$). Fall Term 1993 students enrolled in courses offered through the use of distance education had a statistically significantly greater frequency of successful matriculation than their campus-based counterparts by the beginning of Fall Term 1998.

[3] There is no distance education counterpart to the doctoral program in the Center for Psychological Studies.

Table 4.A

Campus-Based Students and Distance Education Students from the Fall Term 1993 Cohort and Their Status at the Beginning of Fall Term 1998: Undergraduate Students[4]

	Successful Matriculation										
	Graduated		Still Enrolled		Graduated and Still Enrolled		Subtotal		Other		
Course Location	N	%	N	%	N	%	N	%	N	%	Total
Campus-Based . . .	1,514	63	37	2	22	<1	1,573	65	837	35	2,410
Distance Education .	667	75	3	<1	0	0	670	75	220	25	890
Total	2,181	66	40	1	22	<1	2,243	68	1,057	32	3,300

Null Hypothesis: There is no statistically significant difference between Fall Term 1993 campus-based students and Fall Term 1993 distance education students regarding their frequency of successful matriculation (Graduated, Still Enrolled, Graduated and Still Enrolled) by the beginning of Fall Term 1998 ($p \leq .05$).

Finding: Chi-square = 29.92 and the Null Hypothesis is rejected ($p = .001$). Fall Term 1993 students enrolled in courses offered through the use of distance education had a statistically significantly greater frequency of successful matriculation than their campus-based counterparts by the beginning of Fall Term 1998.

[4] Undergraduate education is offered only in the Farquhar Center for Undergraduate Studies.

Table 4.B

Campus-Based Students and Distance Education Students from the Fall Term 1993 Cohort and Their Status at the Beginning of Fall Term 1998: Master's-Level and Educational Specialist Students in the Fischler Graduate School of Education and Human Services, School of Business and Entrepreneurship, and the Center for Psychological Studies

	Successful Matriculation										
	Graduated		Still Enrolled		Graduated and Still Enrolled		Subtotal		Other		
Course Location	N	%	N	%	N	%	N	%	N	%	Total
Campus-Based . . .	1,957	74	4	<1	12	<1	1,973	75	658	25	2,631
Distance Education .	1,612	78	1	<1	1	<1	1,614	78	447	22	2,061
Total	3,569	76	5	<1	13	<1	3,587	76	1,105	24	4,692

Null Hypothesis: There is no statistically significant difference between Fall Term 1993 campus-based students and Fall Term 1993 distance education students regarding their frequency of successful matriculation (Graduated, Still Enrolled, Graduated and Still Enrolled) by the beginning of Fall Term 1998 ($p \leq .05$).

Finding: Chi-square = 7.08 and the Null Hypothesis is rejected ($p = .007$). Fall Term 1993 students enrolled in courses offered through the use of distance education had a statistically significantly greater frequency of successful matriculation than their campus-based counterparts by the beginning of Fall Term 1998.

Table 4.C

Campus-Based Students and Distance Education Students from the Fall Term 1993 Cohort and Their Status at the Beginning of Fall Term 1998: Doctoral Students in the Fischler Graduate School of Education and Human Services and the School of Business and Entrepreneurship

	Successful Matriculation										
	Graduated		Still Enrolled		Graduated and Still Enrolled		Subtotal		Other		
Course Location	N	%	N	%	N	%	N	%	N	%	Total
Campus-Based . . .	270	72	5	1	1	<1	276	74	98	26	374
Distance Education .	1,179	65	17	<1	1	<1	1,197	66	624	34	1,821
Total	1,449	66	22	1	2	<1	1,473	67	722	33	2,195

Null Hypothesis: There is no statistically significant difference between Fall Term 1993 campus-based students and Fall Term 1993 distance education students regarding their frequency of successful matriculation (Graduated, Still Enrolled, Graduated and Still Enrolled) by the beginning of Fall Term 1998 ($p \leq .05$).

Finding: Chi-square = 9.14 and the Null Hypothesis is rejected ($p = .003$). Fall Term 1993 students enrolled in campus-based courses had a statistically significantly greater frequency of successful matriculation than their distance education counterparts by the beginning of Fall Term 1998.

Table 5.A-1

Campus-Based Students and Distance Education Students from the Fall Term 1993 Cohort and Their Status at the Beginning of Fall Term 1998: Master's-Level and Educational Specialist Students in the Fischler Graduate School of Education and Human Services[5]

	Successful Matriculation										
	Graduated		Still Enrolled		Graduated and Still Enrolled		Subtotal		Other		
Course Location	N	%	N	%	N	%	N	%	N	%	Total
Campus-Based . . .	876	65	0	0	1	<1	877	65	466	35	1,343
Distance Education .	733	68	1	<1	0	0	734	68	342	32	1,076
Total	1,609	67	1	<1	1	<1	1,611	67	808	33	2,419

Null Hypothesis: There is no statistically significant difference between Fall Term 1993 campus-based students and Fall Term 1993 distance education students regarding their frequency of successful matriculation (Graduated, Still Enrolled, Graduated and Still Enrolled) by the beginning of Fall Term 1998 ($p \leq .05$).

Finding: Chi-square = 2.28 and the Null Hypothesis is accepted ($p = .131$).

[5] It should not be assumed that all students in this group are degree-seeking. An unknown number of students are possibly enrolled in courses for purposes of teacher recertification. However, it is assumed that this practice is equally represented by campus-based students and distance education students.

Table 5.A-2

Campus-Based Students and Distance Education Students from the Fall Term 1993 Cohort and Their Status at the Beginning of Fall Term 1998: Doctoral Students in the Fischler Graduate School of Education and Human Services

	Successful Matriculation										
	Graduated		Still Enrolled		Graduated and Still Enrolled		Subtotal		Other		
Course Location	N	%	N	%	N	%	N	%	N	%	Total
Campus-Based . . .	194	80	0	0	0	0	194	80	47	20	241
Distance Education .	1,060	69	0	0	0	0	1,060	69	466	31	1,526
Total	1,254	71	0	0	0	0	1,254	71	513	29	1,767

Null Hypothesis: There is no statistically significant difference between Fall Term 1993 campus-based students and Fall Term 1993 distance education students regarding their frequency of successful matriculation (Graduated, Still Enrolled, Graduated and Still Enrolled) by the beginning of Fall Term 1998 ($p \leq .05$).

Finding: Chi-square = 12.30 and the Null Hypothesis is rejected ($p = .001$). Fall Term 1993 students enrolled in campus-based courses had a statistically significantly greater frequency of successful matriculation than their distance education counterparts by the beginning of Fall Term 1998.

Table 5.B-1

Campus-Based Students and Distance Education Students from the Fall Term 1993 Cohort and Their Status at the Beginning of Fall Term 1998: Master's-Level Students in the School of Business and Entrepreneurship

	Successful Matriculation										
	Graduated		Still Enrolled		Graduated and Still Enrolled		Subtotal		Other		
Course Location	N	%	N	%	N	%	N	%	N	%	Total
Campus-Based . . .	771	85	1	<1	3	<1	775	86	131	14	906
Distance Education .	596	89	0	0	0	0	596	89	71	11	667
Total	1,367	87	1	<1	3	<1	1,371	87	202	13	1,573

Null Hypothesis: There is no statistically significant difference between Fall Term 1993 campus-based students and Fall Term 1993 distance education students regarding their frequency of successful matriculation (Graduated, Still Enrolled, Graduated and Still Enrolled) by the beginning of Fall Term 1998 ($p \leq .05$).

Finding: Chi-square = 4.99 and the Null Hypothesis is rejected ($p = .025$). Fall Term 1993 students enrolled in courses offered through the use of distance education had a statistically significantly greater frequency of successful matriculation than their campus-based counterparts by the beginning of Fall Term 1998.

Table 5.B-2

Campus-Based Students and Distance Education Students from the Fall Term 1993 Cohort and Their Status at the Beginning of Fall Term 1998: Doctoral Students in the School of Business and Entrepreneurship

	Successful Matriculation										
	Graduated		Still Enrolled		Graduated and Still Enrolled		Subtotal		Other		
Course Location	N	%	N	%	N	%	N	%	N	%	Total
Campus-Based . . .	76	57	5	4	1	<1	82	62	51	38	133
Distance Education .	119	40	17	6	1	<1	137	46	158	54	295
Total	195	46	22	5	2	<1	219	51	209	49	428

Null Hypothesis

There is no statistically significant difference between Fall Term 1993 campus-based students and Fall Term 1993 distance education students regarding their frequency of successful matriculation (Graduated, Still Enrolled, Graduated and Still Enrolled) by the beginning of Fall Term 1998 ($p \leq .05$).

Finding

Chi-square = 8.49 and the Null Hypothesis is rejected ($p = .003$). Fall Term 1993 students enrolled in campus-based courses had a statistically significantly greater frequency of successful matriculation than their distance education counterparts by the beginning of Fall Term 1998.